

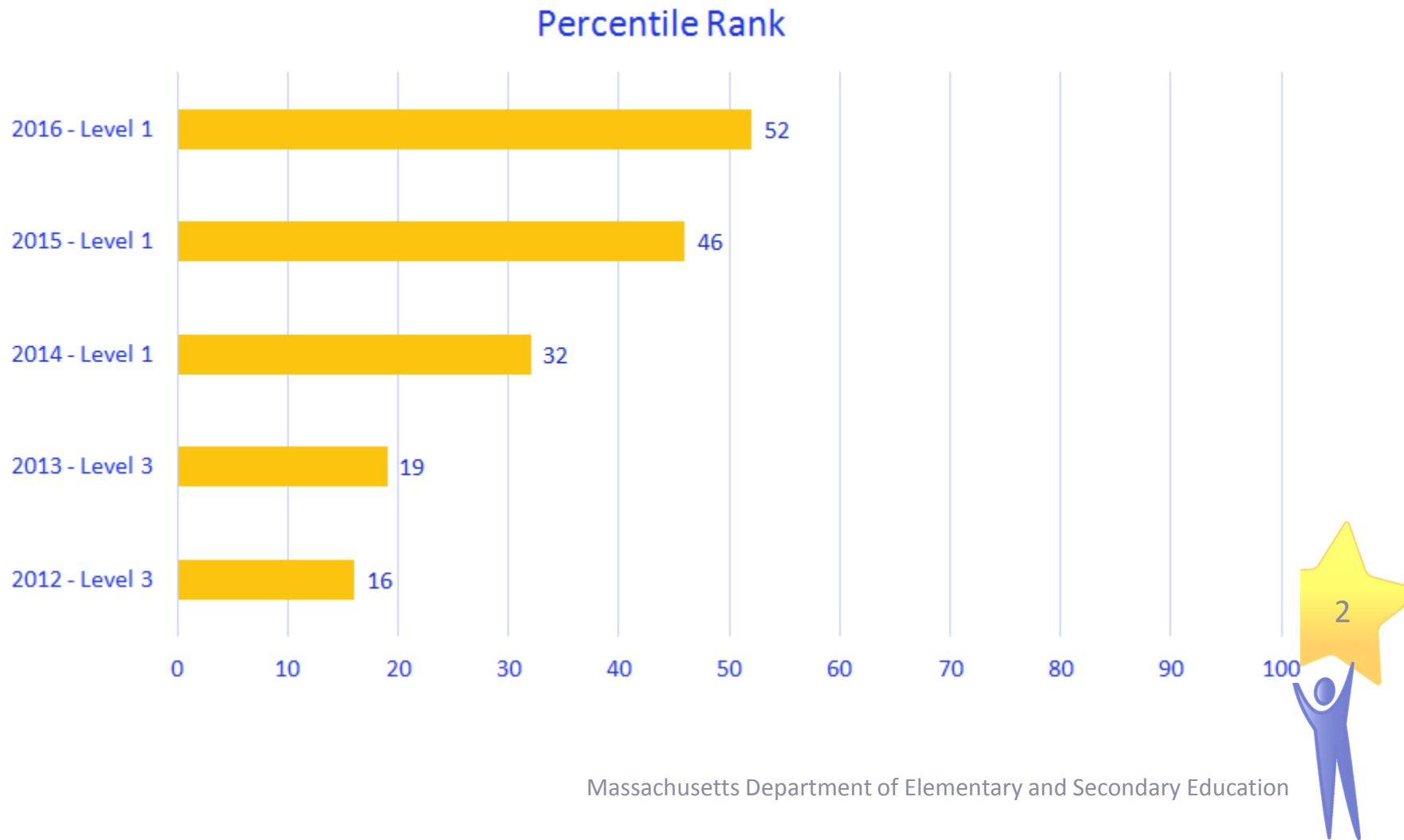
Improvement Through Data Analysis

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MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION



Southeastern's overall performance relative to other high schools in Massachusetts



Share District and School Level Achievement

GRADE 10 - ENGLISH LANGUAGE ARTS ACHIEVEMENT LEVEL	2013	2014	2015	2016
ADVANCED	26	18	27	29
PROFICIENT	69	72	66	66
NEEDS IMPROVEMENT	5	8	7	5
FAILING	1	1	1	1

GRADE 10 - MATHEMATICS ACHIEVEMENT LEVEL	2013	2014	2015	2016
ADVANCED	33	38	39	37
PROFICIENT	41	35	39	35
NEEDS IMPROVEMENT	19	23	16	20
FAILING	7	4	6	8

GRADE 10 - SCIENCE AND TECH/ENG ACHIEVEMENT LEVEL	2013	2014	2015	2016
ADVANCED	5	12	11	4
PROFICIENT	42	47	45	48
NEEDS IMPROVEMENT	53	35	41	47
FAILING	0	6	4	2



Share Growth Trends in ALL Departments

ELA Highest Avg Growth

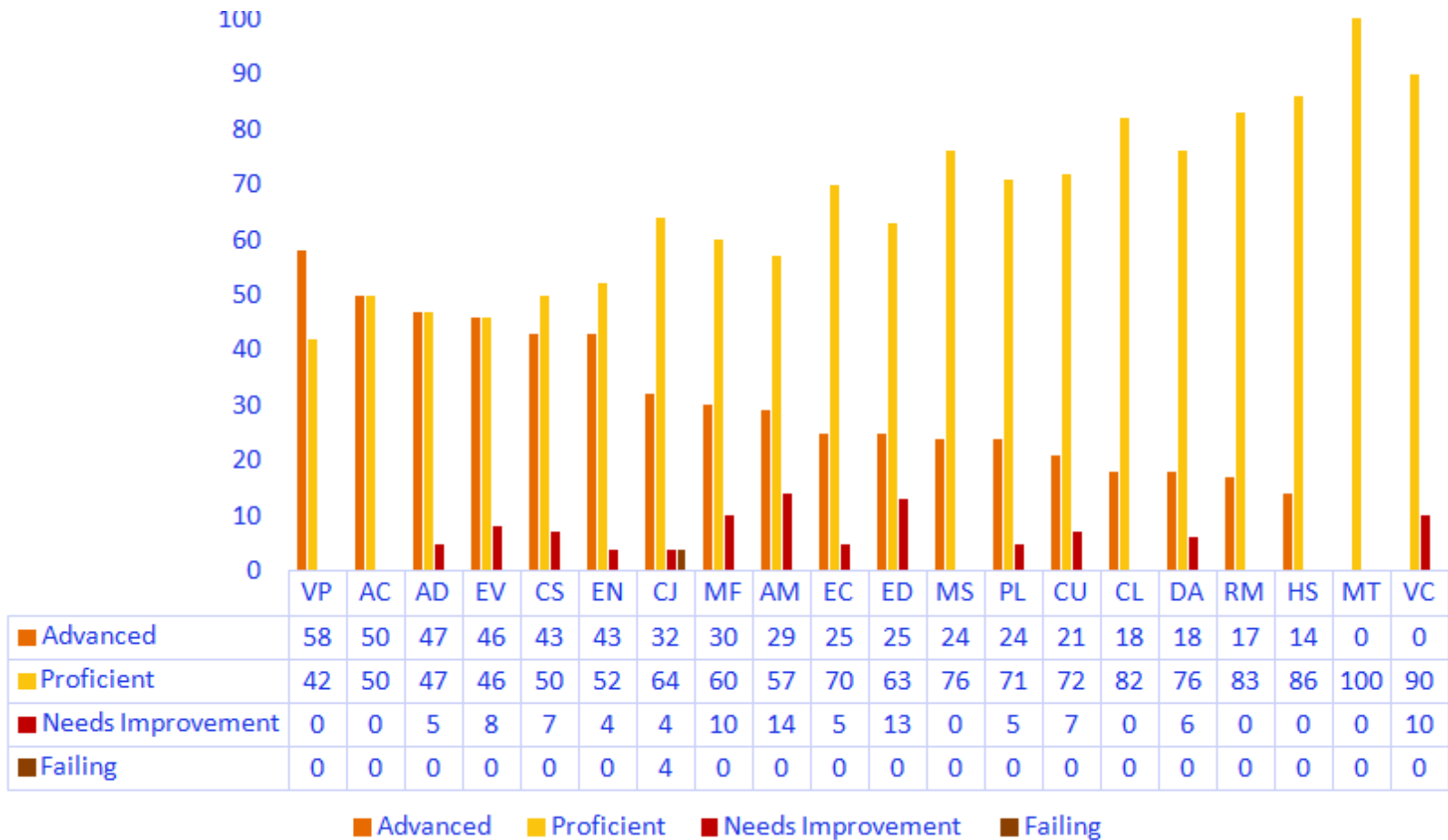
Teacher	Student #	Average Growth Rate
MS	17	64
MF	10	62
AC	15	60

ELA Lowest Avg Growth

Teacher	Student #	Average Growth Rate
HS	13	33
MT	5	40
VC	17	48



ELA Achievement by Shop



Who Gets Customized Data?

- ★ English
- ★ Math
- ★ History (ELA data)
- ★ Science
- ★ Each Vocational Program
- ★ Special Education
- ★ ELL
- ★ Guidance
- ★ Principal (by requested subgroups)



What do Teachers Need?

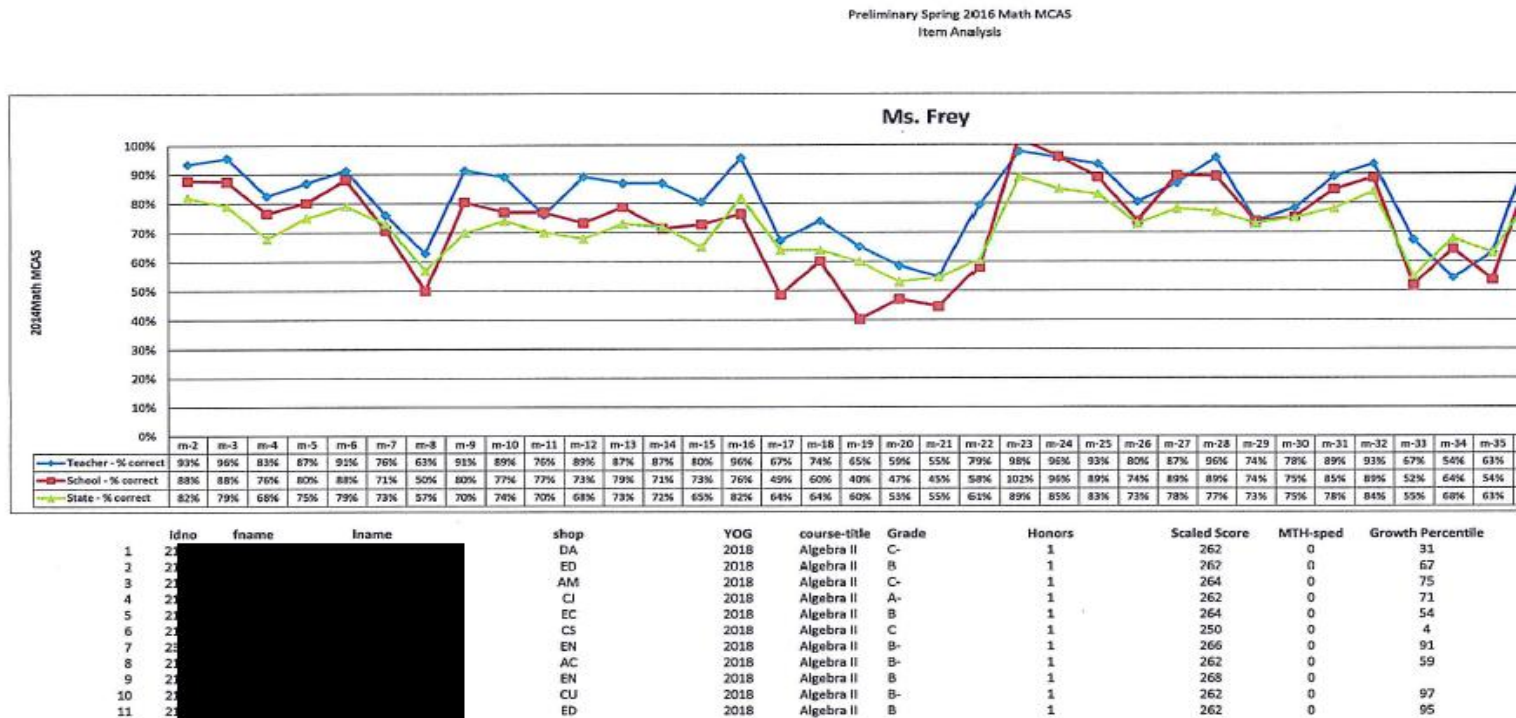
★ Individual Results by Achievement Level

Ms. Frey	<—Dropdown	
MCAS Math 2016	<u>N</u>	Percent of Class
Advanced	37	80%
Proficient	8	17%
Needs Improvement	1	2%
Failing	0	0%



What do Teachers Need?

- ★ An Item Analysis Comparing Classroom, School, and State (identify OR & SA)



What do Teachers Need?

★ High Growth, Low Growth, and Average Growth

Low Growth(20% or lower)	N	Percent
	3	7%
	4	7%
Ms. Frey	2	4%
	0	0%
	7	11%
	10	14%
	6	17%
	15	29%
	13	27%

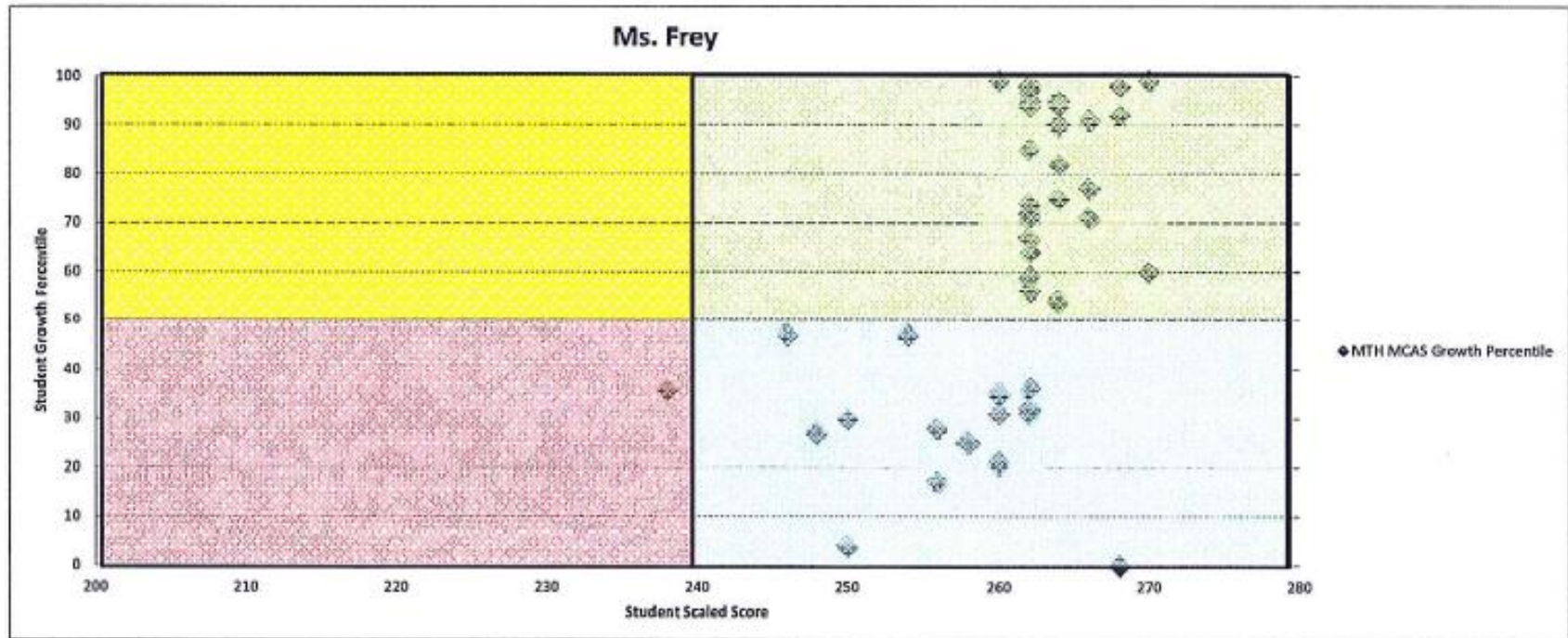
High Growth(80% or Higher)	N	Percent
	18	40%
	22	41%
Ms. Frey	16	36%
	0	0%
	19	31%
	13	17%
	7	19%
	8	16%
	9	18%

Average Growth	N	Average SGP
	45	66.49
	54	65.80
Ms. Frey	45	63.96
	5	58.20
	61	57.64
	70	53.60
	36	47.81
	51	46.41
	49	42.82
Avg Overall SGP	416	55.52



What do Teachers Need?

★ Growth Chart



How do They Know What to Do?

Ask the following questions

- ✓ Do too many of my students fall into the “low growth” category as compared to other teachers of the same course?
- ✓ Do enough of my students fall into the “high growth” category as compared to other teachers of the same course?
- ✓ Did my honors students “1 in honors column” achieve advanced?
- ✓ Did students who receive inclusion services “1 in inclusion column” achieve proficient?
- ✓ Is my item analysis line generally above or below the state and/or the school average? What about highlighted open response and/or short answer (indicated on the item analysis)?
- ✓ Which specific items have the largest gap between “teacher” and state/school (use whichever is higher)?
- ✓ Are the discrepancies between any of the grades students receive in my course and their MCAS score (i.e. a student received an F in the course but earned an Adv on MCAS or vice versa)? How many were discrepant? Why?
- ✓ Are most of my students in the ideal growth/achievement categories?
 1. Green
 2. Blue
 3. Yellow
 4. Red

